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Doodly Drawings for Deeper Understanding

2020-2021

Doodling for Understanding

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GOALS AND OBJECTIVES

The Doodly project's goal is two-fold: First, to help students foster a love of learning in a fun and creative way that appeals to this age group's sense of humor and technology use. Second, it assists teachers to flip the classroom through asynchronous learning using technology. Students must create animated videos using the program that demonstrate mastery of subject area standards. Alternatively, teachers may also encourage outside creative projects such as school social media expansion or extracurricular clubs. The program and the method in which I used it are flexible. The teacher may also use the program to create summaries of standards in preparation for End-of-Course exams.

Behavioral Objectives

- Learn how to research, acquire knowledge and assimilate the new information into practical use
- Develop creative problem solving and perseverance
- Improve ability to work collaboratively
- Have a greater understanding of how animations, voice-overs, and content can come together to strengthen memory associated with subject area standards

Academic Objectives

- Meet various Florida standards from different disciplines in a single project
- Articulate complex standards by unpacking the material in chunks and explaining it through creative and digital methods
- Learn basic Doodly animation program
- Leveraging YouTube and social media as education outlets and tools

FLORIDA STANDARDS

SS.7.C.1.9: Define the rule of law and recognize its influence on the development of the American legal, political, and governmental systems.

SS.7.C.2.1: Define the term "citizen," and identify legal means of becoming a United States citizen.

SC.68.CS-CC.1.1 – Demonstrate an ability to communicate appropriately through various online tools.

SC.68.CS-CS.1.2 Apply productivity and or multimedia tools for local and global group collaboration.

SC.68.CS-CS.1.3 – Design, develop, and publish a collaborative digital product using a variety of digital tools and media-rich resources that demonstrate and communicate concepts to inform, persuade, and/or entertain.

COURSE OUTLINE/OVERVIEW

This project is simple in design and goals. The instructor acts as a facilitator, introducing the basics and encouraging novel ideas and higher-order thinking via presenting a teacher's final product as a guide that summarizes the material. The students begin by watching the teacher's outcome on standard mastery; this video can serve as a class review or introduction to the standard. I have used it as both. Students will then begin planning their summaries. This part is the most difficult because students are eager to engage with the program. However, it is vital to contain and focus the excitement to explain what each section of the summary will have; planning is critical for a successful summary. The students should scour their notes and mark the essential areas. Videos should be no longer than 5 minutes, although it is not a problem if they go above specific standards.

The objective is to create a Doodly animation video that summarizes the standard as a summative assessment. The students will save the video in their digital notebook so that their study guide for the EOC is self-made by the end of the year. The Doodly project allows students to take ownership of their education by providing them with the ability to show mastery of the subject taught. They do this by using their creativity and presenting a project using drawn characters, voice-overs, text, and even a musical background. Doodly allows the student to cognitively engage various senses and strengthen their neurological connections to the standard mastery. Teachers will notice this program engages students by giving them a familiar method of producing and consuming knowledge; it is similar to the skills required for a YouTube video. Additionally, teamwork becomes paramount. It is difficult for one student to cover all areas of a standard comprehensively, so creating groups ensures their collaboration leads to the best possible product.

Lesson Plans:

The teacher can tailor these broad lesson plans to fit their individual needs and student populations.

General recommendations for teachers as the sole user of Doodly.

Materials:

- Doodly program
- Dedicated laptop/desktop
- Internet connection
- Notes on a standard's essentials
- Quality noise-canceling headphones & microphone

Instructions:

If the teacher wants to use Doodly as a review tool and does not wish to give program access to the students or is unable to secure enough funding for multiple licenses, this is for you.

1. Outline the main sections you would like students to review on a specific standard.
2. Create an audio recording of you summarizing the information. Recordings are accessed by using Doodly's built-in audio recorder or with a basic audio recorder like your phone's, as well as the voice recorder application on a Windows 10 PC. Preferably use your computer and a microphone.
3. Do not concern yourself with making everything perfect. I recommend recording the audio portion in segments, a minute at a time, or a sub-section. You can later upload the parts, and they will connect seamlessly.
4. Each recording is saved in an audio format, Doodly reads many types, but I used .MP3. This allows you to redo little pieces rather than re-recording entire 5-minute audio files for small interruptions or errors.
5. After your audio is complete, upload the files to your project.
6. Open Doodly and click on create a new video

7. Drag and drop the audio files into Doodly; you will see the 1st of two audio sections populate with a time stamp.
8. The timestamp lets you know how long the audio recording is, this helps you plan out your animations.
9. The 2nd audio section is for background music; although you can upload your own, the tracks that come with Doodly are excellent as backgrounds to your voice-over animations.
10. Find animation characters and add props that help visually convey or act out what you are summarizing. Drop them into the scene, and watch how the video time stamp fills, compare this with your audio stamp and keep building until they meet.
11. You will need to periodically preview your Doodly to make sure visual and audio elements are synchronized. For example, I drew the Statue of Liberty in New York while explaining citizenship and needed to adjust the speed so that the segment ended as my point was made on requirements to apply for citizenship.
12. This is the longest and most creative part of the program, but once done it will serve for many years and assist many classes.

Lesson Plans:

These lesson plans are broad purposely as they need to be tailored to your individual needs and student population.

General recommendations for Students as users of Doodly.

Materials:

- Doodly program
- One dedicated laptop/desktop per group
- Internet connection
- Notes on a standard's essentials
- Quality noise-canceling headphones & microphone (No earbuds)

Instructions:

If the teacher can secure enough funding for multiple Doodly licenses, I recommend at least four; they can use Doodly as a review tool and guide students to create their personnel study guides via animation videos. You can then challenge them and reward the group with the best standard summary video, slowly compiling an end-of-year study guide. A suggestion would be to work with your PTSA to secure rewards such as pizza for the winning group.

1. See the instructions for the teachers' section for creating teacher Doodly model video.
2. Have students watch teacher Doodly review video as a guide for their own.
3. Outline the main sections you would like students to review on a specific standard.
4. Break students into groups of four. You can assign a role or allow the students to select their roles. The recommended roles and descriptions are below.
5. Give students the role list, and assign the standard they should cover along with a project timeline. The project will take a few class sessions; make sure they report in progress.

Role explanations:

Planner (organized): The planner's job is to act as an organizer for the team; this person must be prepared to take extensive notes and ensure all the other members fulfill their roles. The planner's extensive skill is organization. This is usually the person with colored highlighters and copious notes.

Creator/animator (creative): The Animator selects the scenes, characters, and props to use during the Doodly project; they match the set with the narrative. This person's extensive skill is out-of-the-box thinking. They must be creative, since more likely than not; they will not find precisely the character or prop they would like and have to work around it.

Knowledge bearer (strong understanding): The knowledge bearer is the person with the most substantial understanding of the material. They work together with the planner to breakdown concepts or unpack the standards into subsections. Their role is to begin outlining a summary that is easy to understand and can be presented in under 5 minutes. Their extensive skill-set is a thorough understanding of the material that allows it to be simplified as if explaining the material to an audience with no prior knowledge.

Thespian (likes attention likes voice-acting): The thespian, this is the voice actor of the group, assist the Animator in scene creation and prop placements for the program. They also work with the planner and knowledge bearer on tailoring the script to their voice-acting style. The actor's role is to transfer excitement and energy to the audience to bring the standard alive. Their extensive skill-set is maintaining attention and acting.

Sample instructions list:

Good morning class. Today we begin our Doodly standard summary program; we will learn the basics of creating and publishing a Doodly and documenting our learning from start to finish. Follow the instructions below and keep this sheet for your records.

1. Talk to your group. Read the team role explanation sheet. Designate the following team roles: Planner, Knowledge bearer, Thespian, Animator.
2. Review your notes and decide which sections are most important.
3. Work together on an outline.
4. Begin animations, voice acting, and scene creation development.

TEAM NAME

_____

Assigned Roles:

Planner: _____

Knowledge bearer: _____

Thespian:_____

Animator/Content creator: _____

Student Instructions:

1. The Planner and Knowledge bearer work together and create an outline that encompasses the main points to address.
2. The Thespian begins converting the outline into phrases that will capture the audience. Create an audio recording of you summarizing the information. Recordings are accessed by using Doodly's built-in audio recorder or with a basic audio recorder like your phone's, as well as the voice recorder application on a Windows 10 PC. Preferably use your computer and a microphone.
3. The Animator, while the Thespian is creating phrases, start looking for Props in the program that would go well with the words.
4. I recommend recording the audio portion in segments, a minute at a time, or a sub-section.
5. Each recording is saved in an audio format, Doodly reads many types, but I recommend .MP3. This allows you to redo little pieces rather than re-recording entire 5-minute audio files for small interruptions or errors.
6. After your audio is complete, upload the files to your project.
7. Open Doodly and click on create a new video.
8. Drag and drop the audio files into Doodly; you will see the 1st of two audio sections populate with a time stamp.
9. The timestamp lets you know how long the audio recording is, this helps you plan out your animations.
10. The 2nd audio section is for background music; although you can upload your own, the tracks that come with Doodly are excellent as backgrounds to your voice-over animations.
11. Find animation characters and add props that help visually convey or act out what you are summarizing. Drop them into the scene, and watch how the video time stamp fills, compare this with your audio stamp and keep building until they meet. The Planner and Knowledge bearer must account for length when deciding what content to include.
12. You will need to periodically preview your Doodly to make sure visual and audio elements are synchronized.

Challenges:

Students will run into the following challenges:

Some students may have difficulty navigating the program. Many students are good at computer games, not computer programs and so may require some assistance.

Students will argue about roles within their team, observe the roles' development, and assist students in their social needs. For example:

- Natural leaders may become bossy. Speak to these students individually and ask how each member is contributing.
- More than one leader may emerge; if this occurs, mediate between who will lead which aspect of the project.
- Students may not want to be planners; if this is the case, you can rotate roles each period, although I do not recommend this because the planner has a specific skill set that holds together the team, which is crucial to success.

RESOURCE LIST

Doodly main website: Features how-to videos and various partner software.
https://www.doodly.com/

Youtube: Teacher channel with doodly animations
https://www.youtube.com/watch?v=7ZQuRqxIYco

WikiHow: How to use voice recorder application on Windows 10
https://www.wikihow.com/Record-Your-Voice-on-a-Windows-Computer